

Senate Amendment to  
House File 604

H-8322

1 Amend House File 604, as passed by the House, as follows:

2 1. Page 1, line 2, by striking <— language developmental  
3 milestones>

4 2. Page 1, by striking lines 3 through 5 and inserting:

5 <1. The department of education shall work with the>

6 3. Page 1, by striking lines 8 through 17 and inserting  
7 <program in the department of public health for purposes  
8 of coordinating, developing, and disseminating resources  
9 for use by parents or guardians, early hearing detection  
10 and intervention programs, the state school for the deaf,  
11 area education agencies, school districts, and accredited  
12 nonpublic schools to inform deaf and hard-of-hearing children's  
13 expressive and receptive language acquisition or development.>

14 4. Page 1, lines 18 and 19, by striking <early language  
15 development consultant appointed by the director pursuant to  
16 paragraph "a"> and inserting <department of education>

17 5. By striking page 1, line 21, through page 2, line 15, and  
18 inserting:

19 <(1) Coordinating the development and collection of  
20 language milestones for each age, from birth through age eight,  
21 in American sign language, English, and other languages as  
22 needed pursuant to subsection 3, which may include milestone  
23 assessments for deaf and hard-of-hearing children.

24 (2) Coordinating the development and distribution of  
25 resources for parents pertaining to language development  
26 pursuant to subsection 4.

27 (3) Coordinating the development and distribution of  
28 resources for early interventionists, educators, hospitals, and  
29 health care providers pertaining to language development.

30 (4) Monitoring the need for valid and reliable language  
31 assessments and distribution of resources toward language  
32 development in American sign language and English.

33 (5) Coordinating a parent-friendly procedure for outreach  
34 and follow-up.

35 (6) Coordinating the collection of regular language

1 milestone assessment data for deaf and hard-of-hearing  
2 children.

3 (7) Summarizing data outcomes for parents, guardians, and  
4 partner agencies to use, including the annual report published  
5 pursuant to subsection 7.

6 (8) Working with stakeholders to maintain a valid and  
7 reliable two-fold language assessment approach, utilizing both  
8 American sign language and English, in selecting milestones,  
9 compiling data, employing qualified personnel, and distributing  
10 resources.>

11 6. Page 2, line 16, by striking *<Parent resource.>*

12 7. Page 3, by striking lines 10 and 11 and inserting:

13 <3. The department of education, in consultation with the  
14 state school>

15 8. Page 3, by striking line 15 and inserting <assessments  
16 that may be used by qualified educators to assess American>

17 9. Page 3, line 24, by striking <acquisition and> and  
18 inserting <acquisition or>

19 10. By striking page 3, line 28, through page 4, line 3, and  
20 inserting:

21 <b. Educator tools or assessments selected under this  
22 subsection may be used, in addition to any assessment required  
23 by federal law, by the child's individualized family service  
24 plan or individualized education program team, as applicable,  
25 to track deaf and hard-of-hearing children's progress in  
26 improving expressive and receptive language skills, and to  
27 establish or modify individualized family service plans or  
28 individualized education programs.>

29 11. Page 4, by striking lines 4 and 5 and inserting:

30 <4. The department of education shall disseminate the  
31 parent resource developed>

32 12. Page 4, line 10, by striking <invention> and inserting  
33 <intervention>

34 13. By striking page 4, line 18, through page 6, line 17,  
35 and inserting:

1 <5. a. If moneys are appropriated by the general assembly  
2 for a fiscal year for the purpose provided in this subsection,  
3 the department of education shall develop guidelines for a  
4 comprehensive family support mentoring program that meets the  
5 language and communication needs of families.

6 b. The department of education shall work with the early  
7 hearing detection and intervention program in the Iowa  
8 department of public health, the state school for the deaf, and  
9 the area education agencies when developing the guidelines.  
10 The department of education, in consultation with the Iowa  
11 school for the deaf, shall administer the family support  
12 mentoring program for deaf or hard-of-hearing children.

13 c. With the consent of the parent of the deaf or  
14 hard-of-hearing child, the family support mentoring program  
15 shall pair families based on the specific need, experience, or  
16 want of the parent of the deaf or hard-of-hearing child with  
17 another family mentor or deaf or hard-of-hearing adult mentor  
18 to provide support.

19 d. In establishing the family support mentoring program, the  
20 department of education may do all of the following:

21 (1) Hire a family support mentoring coordinator.

22 (2) Utilize the parent resource created in subsection 2 as  
23 well as other resources to provide families with information  
24 and guidance on language, communication, social, and emotional  
25 development of their child.

26 (3) Recruit family support mentors to serve the needs of the  
27 family support mentoring program. A family support mentor may  
28 be any of the following:

29 (a) A parent who has experience raising a child who is  
30 deaf or hard-of-hearing and who has experience supporting the  
31 child's communication and language development.

32 (b) A deaf or hard-of-hearing adult who serves as a deaf  
33 or hard-of-hearing role model for the children and their  
34 families. Deaf or hard-of-hearing family support mentors may  
35 provide parents with an understanding of American sign language

1 and English, including instructional philosophies for both,  
2 such as bilingual bimodal, listening and spoken language,  
3 total communication, and other philosophies, as well as other  
4 forms of communication, deaf culture, deaf community, and  
5 self-identity.

6 (4) Train parents of a deaf or hard-of-hearing child to  
7 become family support mentors and train deaf or hard-of-hearing  
8 adults to become deaf or hard-of-hearing adult family support  
9 mentors.

10 (5) Reach out to parents of children identified through the  
11 early hearing detection and intervention program in the Iowa  
12 department of public health and share information about the  
13 family support mentoring program services available to such  
14 parents.

15 (6) Reach out to families referred by primary care  
16 providers, the area education agencies, and from other agencies  
17 who provide services to deaf or hard-of-hearing children.

18 (7) Provide follow-up contact, as necessary, to establish  
19 services after initial referral.

20 e. The department of education shall coordinate family  
21 support mentoring activities with the early hearing detection  
22 and intervention program in the Iowa department of public  
23 health, the state school for the deaf, the area education  
24 agencies, and nonprofit organizations that provide family  
25 support mentoring to parents with deaf or hard-of-hearing  
26 children.

27 f. The department of education shall adopt rules pursuant to  
28 chapter 17A to administer this subsection.>

29 14. Page 6, line 18, by striking <Activities — consistent  
30 with federal law.>

31 15. Page 6, line 22, by striking <Annual report.>

32 16. Page 6, line 31, by striking <Definitions.>

33 17. By renumbering, redesignating, and correcting internal  
34 references as necessary.